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ABSTRACT

This survey is designed to be an assessment instrument for measuring a school's effectiveness in meeting the needs of at-risk and low achieving students. The survey consists of nine sections. Statements listed in each section are used to characterize specific behaviors with a scale rating for how each statement reflects the situation or attitude prevalent in the school. Topics covered are: (1) classroom management; (2) instruction; (3) parent involvement; (4) principal leadership; (5) school climate; (6) school programs; (7) staff development; (8) student involvement in learning; and (9) teacher expectations. (JD)

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Assessment of School Needs for Special Populations

Staff Survey

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February 1987

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INSTRUCTIONS

There exists in our nation's schools a considerable number of low achieving students as well as other students at-risk of failing to graduate and attain a high school diploma. These special populations present special needs which must be addressed by our schools if we are to adequately combat the rising dropout problem and achieve the level of educational excellence of which we are capable.

At the request of your school district, Research for Better Schools, a non-profit educational research laboratory, is conducting this survey. The survey is designed to assess the extent to which the needs of such special populations are being adequately addressed in your school and district.

The purpose of the survey is to collect your perceptions of your own school. There are no right or wrong answers. Instead, your perceptions, based on your experiences in the school, are most important. It is therefore critical that you complete the survey as carefully and candidly as possible.

The survey is designed to be anonymous, except for school and grade identification. In completing the survey, please mark all of your responses on the separate answer sheet using a black lead pencil (No. 2½ or less).

- Read the directions for marking answers on the separate answer sheet.

- Identification - on side 2 of the answer sheet in the box labeled name, enter as many of the letters of your school name as possible.

  Next, in the box labeled Grade or Education, fill in your current school grade assignment using the appropriate number corresponding to the grade level. For special assignments, use the following codes:

  13 - Instructional Support Services
  14 - Operational Support Services
  15 - Administration
  16 - Other

  No other identification information should be marked on the survey.

- Your responses to all survey items should be marked on the answer sheet. Specific directions for answering each section of the survey are included on the survey form.

The survey forms will be scored by Research for Better Schools. The results will be reported in aggregate form to you and the district at a later date.

Thank you for your cooperation.

This survey consists of nine sections. The statements listed in each section are used to characterize specific behaviors. Read each statement carefully and determine the extent to which it is true of your school. Choose the answer that best describes your opinion or experience for each statement and fill in the circle that goes with the answer you choose on the separate answer sheet.

A. CLASSROOM MANAGEMENT

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1. Teachers help low achieving students monitor and control their own behavior.	1	2	3	4	5
2. Teachers' goals for classroom management are the same for all students regardless of their achievement levels.	1	2	3	4	5
3. Teachers spend much more time teaching than they do disciplining low achieving students.	1	2	3	4	5
4. Teachers establish and explicitly teach rules for guiding the behavior of low as well as high achieving students.	1	2	3	4	5
5. Teachers have developed procedures for low achieving students to seek help during class time without interrupting other students.	1	2	3	4	5
6. Teachers develop positive interpersonal relationships with low achieving students.	1	2	3	4	5
7. Teachers closely monitor the performance and behavior of low achieving students, i.e., by regularly scanning the classroom.	1	2	3	4	5
8. Teachers recognize and reward low achieving students' desirable behavior.	1	2	3	4	5
9. Teachers attend more to low achieving students' desirable behavior (e.g., using praise, encouragement, etc.) than to their undesirable behavior.	1	2	3	4	5

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
10. Teachers' major goal for low achieving students is academic engagement rather than preventing or avoiding conflicts.	1	2	3	4	5
11. Teachers ensure that low achieving students understand assignments, know where to go for help, and know what to do when they finish an assignment.	1	2	3	4	5
12. Teachers foster group cohesiveness (a feeling of belonging) between high and low achieving students.	1	2	3	4	5
13. Teachers provide opportunities for low achieving students to experience academic and social success.	1	2	3	4	5
14. In most cases, teachers assume responsibility for low achieving students who show behavior problems, i.e., deal with the problem in the classroom rather than refer the students to principal, counselor, or specialist.	1	2	3	4	5
15. Teachers respond to the inappropriate behavior of low achieving students early, before it escalates into a major event.	1	2	3	4	5
16. When low achieving students are inattentive or exhibit minor misbehaviors, teachers respond without disrupting the class or calling attention to the misbehavior, e.g., with physical closeness, eye contact, quiet reprimands.	1	2	3	4	5
17. Teachers understand how the interests, abilities, and background of low achieving students affect these students' behavior.	1	2	3	4	5

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
18. When low achieving students are disruptive or break rules, teachers consistently follow through with prompt, systematic consequences.	1	2	3	4	5
19. Teachers try to determine how low achieving students feel about their own misbehavior.	1	2	3	4	5
20. Teachers use social or interpersonal reinforcers (e.g., support, approval, peer pressure) to reduce the disruptive behavior and enhance the motivation of low acheiving students.	1	2	3	4	5
21. Teachers limit punishment of low achieving students to cases when these students persist in disruptive behavior (not daydreaming or failure to respond or perform), and when they know what to do and how to do it, but refuse to comply.	1	2	3	4	5
22. Teachers address their lessons to all students, e.g., they do not let low achievers ignore the lesson if they agree to behave.	1	2	3	4	5

B. INSTRUCTION

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
23. Teachers use cumulative review (e.g., an on-going review and testing of previously learned concepts and skills) to help low achieving students retain their new learning.	1	2	3	4	5
24. Teachers help low achieving students to transfer knowledge by teaching the transfer process for specific content, e.g., help students apply an abstract concept in different but appropriate situations.	1	2	3	4	5
25. Teachers help low achieving students acquire and integrate new learning by relating it to their prior learning.	1	2	3	4	5
26. Teachers provide opportunities for low achieving students to master new skills by providing both guided (coaching) and independent practice.	1	2	3	4	5
27. Teachers have the same mastery criteria for low achieving students as they do for other students.	1	2	3	4	5
28. Teachers assign and review homework for low achieving students.	1	2	3	4	5
29. Teachers respond in a timely manner to low achieving students waiting for help.	1	2	3	4	5
30. When designing and implementing instruction, teachers attend to low achieving students' dominant processing modalities, e.g., whether they are spacial, kinesthetic, oral/verbal.	1	2	3	4	5
31. Teachers help low achieving students monitor (i.e., check and recheck) their progress toward a goal.	1	2	3	4	5

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
32. Teachers help low achieving students understand their own learning styles and their feelings about learning.	1	2	3	4	5
33. Teachers instruct low achieving students on the content on which they are to be tested at the end of the year, e.g., ensure that the test content and the instructional content are congruent.	1	2	3	4	5
34. Teachers provide additional instruction or remediation for students not mastering assigned tasks.	1	2	3	4	5
35. Teachers encourage low achieving students to develop a plan before carrying out a new task, i.e., define the objective and choose a strategy for mastery.	1	2	3	4	5
36. Teachers appropriately challenge low achieving students by asking questions at various levels of difficulty and using differentiated assignments.	1	2	3	4	5
37. Teachers provide low achieving students with prompt corrective feedback, on an ongoing basis.	1	2	3	4	5
38. Teachers help low achieving students to use evaluative feedback.	1	2	3	4	5
39. Teachers ensure that low achieving students master lower-level objectives before going to higher-level objectives.	1	2	3	4	5
40. Teachers ensure that the time alloted to low achieving students to learn a task is consistent with the amount of time necessary to learn the task.	1	2	3	4	5
41. Teachers identify and attend to low achieving students' prerequisite skills.	1	2	3	4	5

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
42. When designing and implementing instruction, teachers attend to how low achieving students select and classify or organize information, e.g., ignore versus focus on the unique, impulsive versus analytical.	1	2	3	4	5
43. Teachers encourage low achieving students to elaborate on ideas.	1	2	3	4	5
44. Teachers encourage low achieving students to put forth and consider more than one point of view on a subject.	1	2	3	4	5
45. Teachers ask low achieving students questions which require critical thinking (in contrast to factual recall).	1	2	3	4	5
46. Teachers help low achieving students recall and retrieve information (rather than give them answers).	1	2	3	4	5
47. When low achieving students give an incorrect answer, teachers ask them to explain how they arrived at their answer.	1	2	3	4	5
48. Teachers encourage low achieving students to rephrase questions and to reformulate problems in their own words.	1	2	3	4	5
49. Teachers ask low achieving students "what if" or "suppose that" questions.	1	2	3	4	5
50. Teachers encourage low achieving students to be aware of and use basic thinking processes and strategies, e.g., comparing and contrasting.	1	2	3	4	5
51. Teachers model rational problem solving processes for low achieving students.	1	2	3	4	5

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
52. Teachers use evaluation measures for low achieving students which assess higher-order thinking.	1	2	3	4	5
53. Teachers involve low achieving students in developing sample test items.	1	2	3	4	5
54. Teachers involve low achieving students in developing criteria for success and assessing themselves on those criteria.	1	2	3	4	5
55. Teachers help low achieving students to be aware of and use complex thinking processes and strategies, e.g., decision-making.	1	2	3	4	5
56. Teachers demonstrate solutions to challenges, puzzles, and complex tasks requiring thought, for low achieving students.	1	2	3	4	5
57. Teachers directly teach thinking skills to low achieving students.	1	2	3	4	5
58. Teachers directly teach study skills to low achieving students.	1	2	3	4	5
59. Teachers are sensitive to the way students' cultural differences may conflict with school values.	1	2	3	4	5
60. Teachers present low achieving students with a rationale for learning.	1	2	3	4	5
61. Teachers present information in contexts to which low achieving students can relate, i.e., contexts appropriate to their culture and environment.	1	2	3	4	5

C. PARENT INVOLVEMENT

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
62. Parents of low achieving students participate in the school as paid school employees, e.g., as tutors, paraprofessionals.	1	2	3	4	5
63. Parents of low achieving students participate in making decisions about school policies.	1	2	3	4	5
64. Parents of low achieving students attend social events, e.g., student performances, assembly programs.	1	2	3	4	5
65. Parents of low achieving students monitor their children's homework, e.g., use school learning contracts, listen to their children read, sign homework assignment sheets.	1	2	3	4	5
66. Parents involve low achieving students in educational activities at their places of work by sponsoring activities, e.g., speakers, field trips, shadowing.	1	2	3	4	5
67. Parents of low achieving students attend parent-teacher conferences and parent nights.	1	2	3	4	5
68. Teachers and parents of low achieving students work cooperatively on specific achievement goals.	1	2	3	4	5
69. Teachers employ programs or practices to keep parents of low achieving students involved in their children's education.	1	2	3	4	5
70. Teachers are responsive to the needs and concerns of parents of low achieving students.	1	2	3	4	5
71. Teachers help parents of low achieving students use strategies at home to supplement the school's work, e.g., provide books or educational materials.	1	2	3	4	5

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
72. Teachers recruit and use parents of low achieving students as volunteers for educational activities, e.g., checking classwork, manning homework centers.	1	2	3	4	5
73. Teachers recruit and use parents of low achieving students as volunteers for supportive activities, e.g., chaperones for student social events, helpers on field trips, speakers.	1	2	3	4	5
74. Teachers provide a range of involvement activities for parents of low achieving students.	1	2	3	4	5
75. Teachers need and want the support and assistance of low achieving students' parents.	1	2	3	4	5
76. Teachers make home visits or telephone calls to parents of low achieving students to provide progress reports and involve them in their children's education.	1	2	3	4	5
77. School staff and parents of low achieving students work together to make the home environment more academically stimulating, e.g., have parents encourage leisure reading, defer immediate gratification to accomplish long-term goals.	1	2	3	4	5
78. The school provides extra support to parents of low achieving students to stimulate their participation in parental involvement activities, e.g., provides transportation, child care, uses evening and weekend meeting times.	1	2	3	4	5
79. The school encourages increased teacher communication with parents of low achieving students through methods in addition to conferences, e.g., home visits, teas, parent questionnaires, recorded telephone messages.	1	2	3	4	5

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
80. The school provides for parent education activities to help parents of low achieving students improve their children's academic and/or social behavior.	1	2	3	4	5
81. The school systematically evaluates the effectiveness of parent involvement activities, using feedback from parents and staff.	1	2	3	4	5
82. Many parents of low achieving students participate in some type of parent involvement activity(s).	1	2	3	4	5
83. A variety of parent materials are available so that parents of different ethnic/cultural backgrounds can understand them.	1	2	3	4	5
84. Increasing and maintaining parent participation, particularly for parents of low achieving students, is an important teacher goal.	1	2	3	4	5

D. PRINCIPAL LEADERSHIP

		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
85.	The principal conveys high expectations for the academic success of low achieving students.	1	2	3	4	5
86.	The principal conveys high standards for the academic success of low achieving students.	1	2	3	4	5
87.	The principal conveys high expectations that all teachers can promote the learning of low achieving students.	1	2	3	4	5
88.	The principal opposes relaxing standards for low achieving students.	1	2	3	4	5
89.	The principal emphasizes the importance of increasing the academic performance of low achieving students as a primary school goal.	1	2	3	4	5
90.	The principal establishes and enforces a clear, fair disciplinary code (specific rules, directives, and penalties for student misbehavior) for all students regardless of their achievement level.	1	2	3	4	5
91.	The principal holds the staff (e.g., vice principals, department chairs, teachers) responsible for the progress of low achieving students toward meeting instructional goals.	1	2	3	4	5
92.	The principal holds the staff responsible for providing accurate information on the performance of low achieving students.	1	2	3	4	5
93.	The principal holds him/herself responsible for the achievement of low achieving students.	1	2	3	4	5
94.	The principal directs teachers to identify opportunities for improvement with low achieving students.	1	2	3	4	5

		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
95.	The principal directs teachers to implement specific strategies to meet the needs of low achieving students.	1	2	3	4	5
96.	The principal is actively involved in setting educational standards for low achieving students (e.g., communicates his/her views about instruction, participates in instructional decision-making).	1	2	3	4	5
97.	The principal provides for the close monitoring and assessment of schoolwide progress of low achieving students in relation to instructional goals.	1	2	3	4	5
98.	The principal provides for the regular assessment of the curriculum and instructional programs in terms of meeting the needs of low achieving students.	1	2	3	4	5
99.	The principal provides low achieving students with schoolwide recognition for individual improvement and achievement.	1	2	3	4	5
100.	The principal supports the staff in addressing the needs of low achieving students through schoolwide staff development and the provision of information and resources.	1	2	3	4	5
101.	The principal models the behavior he or she expects staff to exhibit with low achieving students.	1	2	3	4	5
102.	The principal updates his or her knowledge of strategies and programs that are successful with low achieving students.	1	2	3	4	5
103.	Staff effectiveness in educating low achieving students is reflected in their annual evaluations.	1	2	3	4	5

		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
104.	The principal involves staff, low achieving students, and parents in planning school programs.	1	2	3	4	5
105.	The principal establishes a policy which uses the same criteria for promoting all students.	1	2	3	4	5
106.	The principal is aware of cultural and racial differences that impact student performance and initiates activities to increase staff ability to deal with those differences.	1	2	3	4	5

E. SCHOOL CLIMATE

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
107. Low achieving students have attendance records which are similar to those of other students.	1	2	3	4	5
108. Low achieving students tend to get along well with other students in academic and social settings.	1	2	3	4	5
109. The school has high expectations for achievement for low achieving students.	1	2	3	4	5
110. Low achieving students display the same sense of morale and school pride as other students.	1	2	3	4	5
111. Low achieving students follow school rules and policies in a manner similar to other students.	1	2	3	4	5
112. Low achieving students are respected by teachers and administrators.	1	2	3	4	5
113. Low achieving students respect their own property and that of others.	1	2	3	4	5
114. Low achieving students pose the same amount of discipline problems for the school as other students.	1	2	3	4	5
115. The school provides for certain honors, awards, or other forms of recognition for progress made by low achieving students.	1	2	3	4	5
116. The school provides opportunities for low achieving students to excel in areas of individual strength or talent.	1	2	3	4	5
117. Low achieving students participate as much as other students in extra-curricular activities.	1	2	3	4	5
118. Low achieving students act as if they are as much a part of the school as other students.	1	2	3	4	5

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
119. Low achieving students have aspirations similar to those of other students.	1	2	3	4	5
120. Low achieving students are in the same classes as other students.	1	2	3	4	5
121. Low achieving students are punished the same amount for misbehavior as other students.	1	2	3	4	5
122. Low achieving students are treated as fairly as other students.	1	2	3	4	5
123. Low achieving students can be taught as effectively as other students.	1	2	3	4	5
124. The school has adequate facilities and resources to address the needs of low achieving students.	1	2	3	4	5
125. Low achieving students share a common school norm-belief-value system with other students and school staff.	1	2	3	4	5
126. The school provides low achieving students with opportunities for hands-on active learning experiences.	1	2	3	4	5
127. Low achieving students ask administrators and other staff for assistance or help, when needed.	1	2	3	4	5
128. Low achieving students seem to understand the importance and value of a good education.	1	2	3	4	5
129. Low achieving students have developed positive social bonds with teachers and peers.	1	2	3	4	5
130. Low achieving students have a high sense of self-esteem.	1	2	3	4	5
131. Low achieving students respect students' cultural and racial differences.	1	2	3	4	5

F. SCHOOL PROGRAMS

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
132. It is the school's responsibility to improve the academic performance of low achieving students.	1	2	3	4	5
133. One of the school's highest priorities is the basic skills instruction of students who perform below grade level.	1	2	3	4	5
134. The school clearly communicates curriculum expectations for low achieving students to those students and their parents and teachers.	1	2	3	4	5
135. The school's programs for low achieving students are centrally supervised, coordinated, and evaluated.	1	2	3	4	5
136. A school homework policy ensures that the content and design of assignments are varied to accomodate low achieving students' needs.	1	2	3	4	5
137. Teachers help plan and select school programs to improve the academic performance of low achieving students.	1	2	3	4	5
138. The school actively involves parents of low achieving students in their childrens' education.	1	2	3	4	5
139. The school facilitates the participation of low achieving students in extracurricular activities.	1	2	3	4	5
140. The school recognizes low achieving students' participation in cooperative tasks (e.g., committee work) and extracurricular activities.	1	2	3	4	5
141. The school reassigns low achieving students who can achieve to more demanding academic courses.	1	2	3	4	5

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
142. The school monitors and assesses the placement of low achieving students in vocational and general tracks.	1	2	3	4	5
143. There are in-school support services available to low achieving students with personal and social problems, e.g., parenting, drugs, truancy, isolation.	1	2	3	4	5
144. The school has reduced the size of classes containing low achieving students, e.g., to 20 students or fewer.	1	2	3	4	5
145. The school offers programs for low achieving students who require tutorial and remedial assistance in specific subjects.	1	2	3	4	5
146. The school program stresses innovative approaches to teaching students, e.g., individualization, experiential learning, flexible scheduling.	1	2	3	4	5
147. Most classes include both low and high achieving students.	1	2	3	4	5
148. The school offers a summer program(s) to help low achieving students maintain educational gains made during the school year.	1	2	3	4	5
149. The school employs minority teachers (cultural and linguistic) to serve as role models and advisors for minority students.	1	2	3	4	5
150. Students and parents regularly receive written progress reports which contain a plan for improvement.	1	2	3	4	5
151. The school has an alternative educational program (e.g., school-within-a-school, alternative school) for low achieving students.	1	2	3	4	5

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
152. Low achieving students are encouraged to participate in programs that link them to the community outside of school, e.g., tutoring younger children, working in day care centers or nursing homes.	1	2	3	4	5
153. The school collects information on low achieving students who have graduated or dropped out and uses the information to improve the school program.	1	2	3	4	5
154. The school has adopted strategies or programs which encourage personal, on-going relationships between faculty and low achieving students, e.g., assigns students to adults who act as their mentor/advocate.	1	2	3	4	5
155. The school program includes coping skills for low achieving students, e.g., study skills, note taking, time management, homework.	1	2	3	4	5
156. The school involves all teachers in educating low achieving students.	1	2	3	4	5
157. There is communication and coordination among the various teachers of low achieving students.	1	2	3	4	5
158. Diverse cultural traditions are integrated into the school curriculum.	1	2	3	4	5

G. STAFF DEVELOPMENT

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
159. Teachers receive inservice training in school on specific instructional methods designed to increase the academic performance of low achieving students.	1	2	3	4	5
160. Teachers receive inservice training in school on affective and motivational strategies to use with low achieving students.	1	2	3	4	5
161. Teachers receive inservice training in school on the background, characteristics, and needs of low achieving students.	1	2	3	4	5
162. Teachers and administrators participate together in inservice programs which focus on low achieving students.	1	2	3	4	5
163. In-service programs on various aspects of low achieving students (e.g., motivation, learning) are coordinated and linked.	1	2	3	4	5
164. In-service training facilitates ongoing talk among teachers and administrators concerning teaching practices designed for low achieving students.	1	2	3	4	5
165. In-service training encourages the evaluation of teaching strategies used with low achieving students, e.g., frequent peer observation.	1	2	3	4	5
166. In-service training promotes teachers' collaborative development of academic materials for low achieving students.	1	2	3	4	5
167. The school involves teachers in the selection and planning of inservice activities for meeting the needs of low achieving students.	1	2	3	4	5

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
168. Teachers and administrators establish specific staff development goals for meeting the needs of low achieving students.	1	2	3	4	5
169. Teachers and administrators develop specific strategies for achieving goals for meeting the needs of low achieving students.	1	2	3	4	5
170. Actual training on instructing low achieving students reflects the specific problems and needs initially identified by staff members.	1	2	3	4	5
171. Training sessions on low achieving students are continuously evaluated to determine their impact on these students.	1	2	3	4	5
172. Training evaluation results are used to identify problems of low achieving students not covered in initial training sessions.	1	2	3	4	5
173. Training for long-range change in the teaching/treatment of low achieving students includes follow-up which focuses on participant's problems in applying what was learned.	1	2	3	4	5
174. In-service training on the performance of low achieving students is a continuous process that is integrated with regular school activities.	1	2	3	4	5
175. Teachers are provided with coaching or on-site support and assistance in implementing new strategies for low achieving students.	1	2	3	4	5
176. The school uses staff development or inservice training programs to realize its objectives for low achieving students.	1	2	3	4	5

		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
177.	Staff development on meeting the needs of low achieving students is conceived, developed, and implemented at the school level.	1	2	3	4	5
178.	Staff development on meeting the needs of low achieving students is ongoing.	1	2	3	4	5
179.	Staff development on meeting the needs of low achieving students is supported by the principal.	1	2	3	4	5
180.	Teachers are provided with specific help in the classroom with educating low achieving students.	1	2	3	4	5

H. STUDENT INVOLVEMENT IN LEARNING

		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
181.	Low achieving students spend a high percentage of class time engaged in or attending to learning activities.	1	2	3	4	5
182.	Low achieving students participate in active learning activities (e.g., do research, write reports/stories, build/draw things, make films/recordings, act things out) in addition to passive activities, such as listening taking tests, and reading.	1	2	3	4	5
183.	Low achieving students participate in problem-solving learning experiences in addition to responsive activities, such as memorizing material and completing exercises.	1	2	3	4	5
184.	Low achieving students demonstrate an understanding of what is expected of them when presented with a new lesson.	1	2	3	4	5
185.	Low achieving students are engaged in tasks which interest them.	1	2	3	4	5
186.	Low achieving students are engaged in activities which are appropriately challenging, based on their skill levels, i.e., strengths and weaknesses.	1	2	3	4	5
187.	Low achieving students attribute their academic performance to factors that they can control, e.g., effort or discipline rather than innate ability, luck, or biased teacher judgment.	1	2	3	4	5
188.	Low achieving students influence classroom activities and participate in classroom decision making.	1	2	3	4	5
189.	Low achieving students trust their teachers.	1	2	3	4	5

		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
190.	Low achieving students behave as if they are capable of learning what's being taught.	1	2	3	4	5
191.	Low achieving students respond favorably to teacher probes during question and answer sessions.	1	2	3	4	5
192.	Low achieving students frequently respond to open-ended questions.	1	2	3	4	5
193.	Low achieving students work cooperatively in hetereogeneous groups in the classroom.	1	2	3	4	5
194.	In the classroom, low achieving students work to improve their past performance rather than to compete with other students.	1	2	3	4	5
195.	Low achieving students frequently receive help from their higher achieving peers when they experience difficulty or miss a lesson or assignment.	1	2	3	4	5
196.	Low achieving students are receptive to corrective feedback on daily work and tests.	1	2	3	4	5
197.	Low achieving students apply previously learned knowledge and skills to new situations.	1	2	3	4	5
198.	Low achieving students master lower-level objectives before going on to higher-level objectives.	1	2	3	4	5
199.	Low achieving students identify the elements of a new task.	1	2	3	4	5
200.	Low achieving students understand the relationship between the content being taught and its application in life.	1	2	3	4	5
201.	Low achieving students clearly relate immediate tasks to long-term goals.	1	2	3	4	5

		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
202.	Low achieving students discriminate relevant from non-relevant information.	1	2	3	4	5
203.	Low achieving students feel that they are rewarded (i.e., are successful) when they try.	1	2	3	4	5
204.	Low achieving students ask for help when they need it.	1	2	3	4	5
205.	Low achieving students gather necessary information before making a decision rather than respond immediately.	1	2	3	4	5

I. TEACHER EXPECTATIONS

		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
206.	Low achieving students tend not to be seated together in the classroom.	1	2	3	4	5
207.	Low achieving students tend to be seated nearest the teacher.	1	2	3	4	5
208.	Low achieving students and high achieving students receive the same amount of criticism when they give an incorrect response.	1	2	3	4	5
209.	Low achieving students and high achieving students receive the same amount of praise when they give a correct response.	1	2	3	4	5
210.	Low achieving students are not praised more than high achieving students for marginal or incorrect responses.	1	2	3	4	5
211.	Low achieving students are given the same amount and quality of feedback on their performance as high achieving students.	1	2	3	4	5
212.	Low achieving students are given the same amount of time to respond to questions as high achieving students.	1	2	3	4	5
213.	When low achieving students have difficulty responding to questions, they are given the same assistance (e.g., clues, follow-up questions) as high achieving students.	1	2	3	4	5
214.	Low achieving students are encouraged to respond to questions, express their ideas, and participate in class discussions.	1	2	3	4	5
215.	Low achieving students are encouraged to ask questions and seek teacher assistance.	1	2	3	4	5

		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
216.	High standards of achievement (e.g., expected objectives/cognitive skills to be mastered) apply to both high and low achieving students.	1	2	3	4	5
217.	High standards of behavior apply to both high and low achieving students.	1	2	3	4	5
218.	Teachers hold low achieving students as accountable for classroom assignments as high achieving students.	1	2	3	4	5
219.	Teachers require all students to participate in classroom activities and to pay attention to instruction.	1	2	3	4	5
220.	Teacher expectations for student learning are based on current information, rather than on last year's performance and previous teachers' reports.	1	2	3	4	5
221.	Teachers believe that all children have the ability to learn and to master academic work (under certain conditions).	1	2	3	4	5
222.	Teachers are committed to teaching all of their students.	1	2	3	4	5
223.	Teachers interact with low achieving students in academic situations as much as they do with high achieving students.	1	2	3	4	5
224.	Teachers interact with low achieving students at least as frequently as they do with high achieving students.	1	2	3	4	5
225.	Teachers treat low achieving students with the same amount of warmth and encouragement as they treat high achieving students.	1	2	3	4	5
226.	Teachers expect low achieving students to cooperate as much as high achieving students.	1	2	3	4	5

		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
227.	Teachers demand the same amount of work and effort from low achieving students as from high achieving students.	1	2	3	4	5
228.	Low achieving students are called on in class as frequently as high achieving students.	1	2	3	4	5